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This guide contains the basic principles, general policies, educational objectives, and minimal standards of the work experience education course and employment placement programs in Los Angeles. This program enables students to have a part-time job supervised and coordinated by the school and given course credit. It educates the student in work habits and helps develop his vocational aims. It provides a practical relationship between classroom learning and job requirements. It generates feelings of achievement and encourages completion of school. The program is initiated by the school. Student workers are supervised and the resulting information is coordinated with in-school instruction. Credit is given only when students' work is up to adult employment requirements. Kinds of employment and specific requirements for credit are explained. The importance of the high school employment office is emphasized, and standards for employment placement are listed. The Area Work Experience coordinator is a liason between high schools and employers. He promotes understanding on both sides and seeks further employment opportunities.

This guide also contains duty statements of the supervisor of the Work Experience Section, the Area Work-Experience Coordinator, the high school work experience coordinator, and the placement interviewer. A bibliography contains references for further information on work experience programs.

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A Guide

WORK EXPERIENCE EDUCATION

and

EMPLOYMENT PLACEMENT PROGRAM

LOS ANGELES CITY SCHOOLS
PUBLICATION NO. 403
REVISED 1960

APPROVED:

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

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FOREWORD

Approved definitions, basic principles, general policies, educational objectives, and minimal standards of the Work Experience Education Course and Employment Placement Program are presented in this guide.

In addition, the publication includes statements of duties of the school personnel responsible for maintaining Work Experience Education on a high standard to accomplish its purposes; and outlines the working arrangements with other school personnel necessary to relate the program to vocational guidance and the accepted aims of instruction.

The purpose of this guide is to assure extension of school service to high school students enrolled in Work Experience Education, to those in need of employment services, and to the employers in the community who provide students with opportunities to work and learn.

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

INTRODUCTION

School work programs of various types have been in operation in the Los Angeles City Schools for nearly 40 years. Until 1942, however, they were limited as to occupational scope and student participation.

In 1941, an acute manpower shortage and an alarming increase in the number of early withdrawals from school necessitated planning and quick action to keep students in school and yet to permit them to contribute to the war production effort. Work experience programs were arranged in 36 senior high schools. These programs permitted students to attend school for a minimum day and to work in essential occupations for another four hours. School credit toward graduation was allowed for work which met approved standards of quantity and performance. Early school withdrawals were sharply curtailed.

Meanwhile, a committee of teachers and administrators appraised these work-study programs as they gained maturity. In 1943, the best elements found in each were consolidated to establish basic principles, general policies, and operational procedures for a district-wide pattern of Work Experience and Employment Placement.

This material was incorporated in a guide, published by the Office of the Superintendent, Publication No. 403. The guide was approved by the Board of Education and issued in 1944. As required by Section 98, Paragraph (d), of Title V, *California Administrative Code, Education,* the Work Experience Program was also approved by the State Board of Education. Work Experience was listed as Course Number 950 in the *Catalog of Authorized Courses,* Los Angeles City Schools: Division of Instructional Services, Publication No. SC-344.

In 1946, teachers, supervisors, and administrators cooperated with the curriculum committee of the Senior High School Principals' Association and the Division of Instructional Services in re-defining Work Experience, restating its purposes, and emphasizing the basic requirements for a high level of peace-time operation. The product of this work was issued as "Senior High Education Bulletin Number 25," dated February 26, 1947.

The *Guide to the Work Experience and Employment Placement Program* (Publication No. 403), was revised in 1953 as a result of further experience and changing conditions. For the past seven years, this publication has contributed to a program of vocational counseling and work experience, benefiting many thousands of students.

Senate Bill 519, passed by the 1957 Legislature, added Article 13, Work Experience Education, to Chapter 1 of Division 5 of the *Education Code.* Among other things, this legislation mandated the State Board of Education to establish standards for Work Experience Education, and also provided that the State Department of Education adopt necessary rules and regulations to implement such standards. Consequently, the Department of Education created a statewide advisory committee for proposing the necessary standards, rules, and regulations for Work Experience Education.

Two representatives from the Los Angeles City Schools served on this committee. Revised recommendations of the committee were eventually approved by the State Board of Education on July 10, 1958.

and became Article 13.1, Sections 115.20 through 115.26, of the *California Administrative Code, Title V, Education.*

The 1960 revision of the *Guide to the Work Experience Education and Employment Placement Program* fully complies with all regulations of the above-mentioned legislation. However, these regulations require nothing not already subscribed to by the Work Experience Program of the Los Angeles City Schools since 1942.

This publication has been prepared jointly by the Division of Secondary Education and the Division of Instructional Services.

Acknowledgment is made to the many persons who contributed in the preparation of previous editions, and to the staff of the Work Experience Section for its work on the 1960 revision. Appreciation is particularly expressed to Claude Owen, retired Supervisor, Work Experience Section, for his pioneering and development of the Work Experience Education Program in the Los Angeles City Schools and for his work on the present revision of the Guide.

DWAYNE L. BRUBAKER
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DEFINITIONS

Work Experience

Work Experience is a practical activity in the production or distribution of services or goods, carried on under normal working conditions, in commerce, business, industry, and in professional or institutional fields. It is intended to further civic or occupational competence in youth.

Work Experience Education

Work Experience Education is a course which offers high school students an opportunity to engage in direct employment during an assigned part of the school day. The course is a supervised, coordinated, and accredited school subject. Two types of Work Experience Education are offered:

1. ***General Work Experience Education,*** **which is intended to provide part-day, supervised employment which will assist students to acquire desirable work habits, attitudes, and occupational information in real jobs. The job need not be definitely related to the occupational goal of the student.**

2. ***Vocational Work Experience Education,*** **which is intended to provide part-day, supervised employment in real jobs definitely related to the school course and occupational goal of the student.**

Coordination

There are two aspects of Coordination in the Work Experience Education and Employment Placement Program:

1. **Coordination within the high school which administers the Program and relates it to vocational guidance and the total school curriculum.**

2. **Coordination at places of employment, which provides supervision of student workers, appraisal of their work performance, liaison between school and employer, vocational information, and promotion of desirable student work stations in the community.**

OBJECTIVES, VALUES, AND CONTRIBUTIONS OF WORK EXPERIENCE EDUCATION

Work Experience Education is an integral part of the general and vocational education program in the senior high schools. It must be maintained on a high standard to assure that the program makes full contribution to the practical aspects of the student's preparation for living. It can also make valuable contributions to other phases of individual development in concert with many other high school subjects.

This program is most important because the primary mode of social interaction in the United States is productive enterprise. Today, these enterprises are swiftly increasing, enlarging, rapidly changing, and sometimes eliminating the jobs which they embrace. No high school curriculum is, or should be, fractioned to conform with such chronic diversity and indefinite technical status. Successful employment, training, and future participation therein, however, depend upon some knowledge of the contemporary trends.

Work Experience Education, therefore, is intended to provide a common denominator for the student in this respect. It can help him keep in socio-economic step by sharing in all the occupations around him. It can bring him closer to knowing the vocational time of day in the work world he will soon inhabit. It can challenge him to seek help for his future from the inherent basics which abide in the high school curriculum. Following are some of the values and contributions which are potentials in Work Experience Education.

General Contributions

1. A supporting role in the generation of feelings of achievement, adequacy, self-reliance, and the gain of maturity. An addition to the tradition of the three "R's" of academic competence – a legitimate "R" for responsibility. A most necessary social dimension presented to the student in a different and effective segment of human relations.

2. A resource for adjusting students to the school curriculum and motivating subject matter through the merging of job requirements with classroom learning. The best way to increase knowledge is to apply what the student has.

3. A way to encourage the completion of school and a means to budget for post-high-school education. Such implemented maturity can dissolve fantastic occupational halos and replace them with realistic urges to train and learn.

Intrinsic Values

1. An opportunity to explore the activities and demands of the normal world of work and to arouse latent vocational interests.

2. A chance to try out vocational plans on a practical basis.

3. Provision of ample scope and proper environment to stimulate and extend specific vocational skills.

4. An authentic situation in which to strengthen good work habits, attitudes, employer-employee relationships, and cooperative association with fellow workers. Respect for the dignity of honest work must be developed by living contact with the occupational functions.

5. An easement of the transition from school to regular, full-time employment.

TRANSITION FROM SCHOOL TO WORK

INFLUENTIAL FORCES	ACTION	STEPS OF TRANSITION
Teachers, Counselors, Parents, Classmates, Community Leaders and Agencies, Community Occupational Environment, Radio, Newspapers, T.V., Etc.	Self-Understanding Through Achievements, Analysis of Aptitudes and Interests, **Try-Out Work Experiences.** Occupational Understanding Through Printed Materials, Films, Occupations, Classes, Industrial Visitations, Try-Out Work Experiences.	Tentative Occupational Choice.
Teachers, Counselors, Parents, Classmates, Business and Industry, School Employment Office, Radio, Newspapers, T.V., Etc.	Selection and Completion of High School Curriculum . . . Vocational Training . . . **Work Experience Education.**	Preparation for Work.
School Placement (Teachers, Counselors, and Coordinators), Local Employment Office, Local Labor Unions, Industrial Personnel, Friends and Relatives, Employment Ads, Military Services.	Knowledge of Opportunities . . . Business and Industrial Contacts . . . Specific Job Selection.	Placement.
Management Policy . . . Business and Industrial Supervision . . . On-the-Job Training Program . . . Local Employment Office . . . School (Follow-Up) . . . Adult Education . . . Family.	Job Orientation and Adjustment to Work Conditions. Preparation for Next Job or Advancement in Job. Establishment of Economic Independence.	Growth and Adjustment on the Job.

Work Experience Education has a vital part in any student's transition from school to work. Component parts of this transition augmented by **Work Experiences** are discovery of interests, determination of abilities, accumulation of vocational information, provision of training, and facilitation of placement.

BASIC PRINCIPLES

1. The culture of America was built upon work activity. That which is fundamental to the character of a society can make a prime contribution to the education of the individual within it. Education is inherent in work. Work is educative.

2. Work Experience is valuable in the life-time learning of all of our people. For persons of school age, it is most valuable when guided by teachers and coordinated with the school curriculum. It thus becomes Work Experience Education.

3. The school is the activating agency for arranging a Work Experience Education Course which is related to the accepted aims of education.

4. When students are programmed for the Work Experience Education Course and complete a specified amount of supervised work experience which meets approved standards, then school credit is given for the course.

GENERAL POLICIES

1. The principal of each senior high school provides opportunities for students to gain work experience and appoints a certificated person to administer a Work Experience Education Course and an employment placement program within the school.

2. Work Experience Education is offered on an equal basis with and in the same manner as other school subjects at the time of enrollment or registration.

3. To enroll in the Work Experience Education Course, the student must have the physical ability to assume it, maturity to profit by it, character to merit it, and parental approval to support it.

4. All work experience must be gained in a wholesome, healthful environment and in accordance with regulations governing the employment of minors. Approved work stations have a definite learning potential for the student, and the employment thereat pays the prevailing wage for similar jobs in the occupational field.

5. Student workers are supervised at work stations, and their performance is appraised according to adult standards by properly certificated school personnel.

6. Information resulting from supervision is coordinated with in-school instruction and guidance.

7. Significant information about the student's work experience and grades obtained in the Work Experience Education Course are entered in the student's "Cumulative Record for Junior and Senior High Schools."

8. The work periods of students enrolled in the Work Experience Education Course are administered as part of the regular school day. Time spent at work is regarded as time spent in school. The number of students enrolled in the Work Experience Education Course is counted as class enrollment in the "Report on Organized Classroom Teaching and Other Recognized School Activities," Budget Division Form 42.23.

EMPLOYMENT FOR WHICH WORK EXPERIENCE EDUCATION CREDIT MAY BE GRANTED

General Statement

Credit should be granted only when the requirements of employment are generally equivalent to those specified for adults. Among these elements are appropriate wages, competition, fixed work schedules, timekeeping, the techniques of hiring, the risks of "firing," objective employer evaluation of work performance, and reasonable learning potential. Qualifications of employment as stated in paragraphs 3 and 4 of General Policies on page 4 must be fulfilled. Most legitimate employment in the community is eligible to be considered for credit.

Examples of Exceptions

1. **To grant credit for employment which is casual, irregular, or which does not meet competitive adult standards would be unfair to the majority of students who are enrolled in the course.**

2. **Domestic employment in the home of the student is a classic example. In this situation, the term "supervision" would be meaningless. Actually, the student is engaged in the extension of a normal obligation to the family. No competitive standards are in effect.**

3. **Door-to-door solicitation may develop some qualities of stamina, resourcefulness, and salesmanship. In a highly urbanized community, however, it can be hazardous. Furthermore, any exercise of supervision is questionable, and the continuity of the work is bound to be uncertain.**

4. **"Baby sitting" can be remunerative; but, again, the element of supervision is absent and other questionable aspects are present. No school Employment Office can afford the risk of the potential hazards in this type of placement. None of these statements apply to "child monitor" work in organized nursery or child care centers.**

5. **Telephone solicitation from the home and the many other kinds of work which can not be scrutinized and evaluated are questionable categories for credit.**

6. **Work stations in liquor stores which operate with only "off sale" liquor licenses, while not illegal by work permit laws, are questionable placements for school credit by standards of public opinion.**

STIPULATIONS FOR GRANTING CREDIT IN THE WORK EXPERIENCE EDUCATION COURSE

1. Work Experience Education is considered as a course offering in the same manner as any subject which may constitute a part of the daily class schedule of the student. Credit is granted only for approved employment which is coordinated and supervised by school representatives. Marks are assigned on the basis of supervision estimates at the student work station. This mark is not affected by marks obtained in other subjects.

2. Students receiving credit for Work Experience Education must be regularly enrolled in school during the semester for which credit is granted.

3. Basic requirements of the curriculum are not affected by granting credit for Work Experience Education. The normal number of semesters in school is not shortened by the accumulation of such credits, except for students directly selected by the principal for acceleration.

4. Credit for Work Experience Education is usually recorded under the title of "General Work Experience Education" or of "Vocational Work Experience Education." When necessary, however, work experience which closely parallels a basic subject offering in which a student needs credit may be recorded under the subject title to satisfy certain course graduation requirements; for example, "office practice" on the job in Business Education, or "machine shop" in a worthy situation could be credited as a practical or applied industrial art.

5. If a student is working on a job which, in the opinion of the school principal, meets the standards for Physical Education established by the State Department of Education, he may receive credit in Physical Education.

6. A record of the type of work experience in which each student is enrolled, significant data about the employment, and the grades received therein are recorded in the student's "Cumulative Record for Junior and Senior High Schools."

7. Credit is granted on the basis of five semester periods for a minimum of 200 hours on the job at a work station. These hours must be distributed over a period of at least three months. Fractional parts of 200 hours may be used in granting proportionate credit in deserving circumstances.

8. Total credit for Work Experience Education, as such, may not exceed five semester periods per semester for all semesters the student is enrolled in school. Total credit for General Work Experience Education shall not exceed 20 semester periods. Total credit for Vocational Work Experience Education shall not exceed 40 semester periods.

THE IMPORTANCE OF THE EMPLOYMENT OFFICE AND DESIRABLE CHARACTERISTICS AND QUALIFICATIONS OF A HIGH SCHOOL WORK EXPERIENCE COORDINATOR

Proper job placement is a cornerstone of Work Experience Education. It tangibly promotes a high grade of community relations. It is an excellent resource for the social adjustment of many students. It is impossible to over-emphasize the strategic position of the properly manned high school Employment Office in the adjustment processes of the high school. Experience and evaluation show that lack of interest accounts for most early withdrawals from school. Dr. Karl Menninger states that 70 per cent of the persons discharged from employment are dismissed because of social incompetence. The Purdue, Harvard, and Carnegie joint study in 1948 found that 85 per cent of 19,300 persons who lost their jobs were dismissed because of "personality defection", or the inability to adjust with fellow workers. The best way to adjust and conserve many youths is to *use* them effectively. This process can be effectively initiated in the high school Employment Office. It will pay dividends in the form of survival value when the youths go to work.

Competent performance of the function of job placement depends upon the appointment of a Work Experience Coordinator who has:

1. A firm belief in the dignity, educational respectability, and educative value of all honest work. Traditional thinking still causes many people to regard present-day occupations in terms of prestige levels rather than in terms of actual social values. Such thinking cannot be accepted in our democratic culture. The Work Experience Coordinator is in a position to correct this attitude with young people.

2. Thorough technical skill in vocational and employment counseling, placement practices, and the use of the tools necessary to do this job. Properly organized employer contacts provide adequate means of direction, movement, and accomplishment.

3. A complete knowledge of the regulations which govern the employment of minors; general understanding of how labor organizations function; adequate information about hiring practices at places of employment; and thorough knowledge of youth-placement agencies in the community.

4. Resourcefulness in securing, skill in interpreting, and energetic transmission of vocational, occupational, and employment information. The urge and stamina to keep abreast in these fields. The Work Experience Coordinator is the logical, key person to inform secondary-school staffs regarding the rapid changes in the commercial-industrial community around the school. Such contemporary information can benefit three out of five students who will eventually work for wages.

5. Tactful ability to arouse and coordinate the effort and services of all school staff members who should share in any aspect of Work Experience Education and employment placement.

6. Courtesy, patience, and understanding in all student, employer, and community contacts.

STANDARDS FOR HIGH SCHOOL EMPLOYMENT PLACEMENT

The school fully recognizes its responsibility in employment placement.

1. There is an adequately equipped Employment Office identified by a sign and provided with a telephone.
2. A person is assigned to administer employment service and coordinate placement functions.
3. Sufficient time and attention are given to employment placement activities.
4. Placement operations are conducted according to a definite plan.
5. The School Work Experience Coordinator meets with the high school's administrative council to maintain fuctional and informative relationship.

The school is the activating agency in employment placement.

1. Most of the student workers and graduates are placed by the school or its auxiliary services.
2. The School Work Experience Coordinator is a selective and activating agent in the referral and placement process.
3. Alumni groups and all other employment resources in the community are utilized through school initiative.
4. Properly recorded and classified files of employers, applicants for work, and orders for jobs are maintained.

The school employment service closely relates itself to the students.

1. Students are kept informed of the location of the Employment Office and the identity of the School Work Experience Coordinator.
2. The School Work Experience Coordinator conducts a continuing student-faculty census to identify students who could benefit by work experience.
3. Students are urged to use the Employment Office for occupational consultation as well as placement.
4. Working students inform the Work Experience Coordinator of any change of job status, conflict on the job, or intention to cease employment.
5. Working students who terminate employment immediately notify the School Work Experience Coordinator and arrange for a re-planning conference.

The school sustains its employment placement and occupational teaching.

1. Placement facts and figures are kept usefully organized and available.
2. Meaningful information from employers about working students reaches the teachers who can be assisted in helping the students by knowledge of such information.
3. Classroom attention is given to occupational information, legal aspects of employment, employer-employee relations, and job ethics.
4. Student workers are encouraged to contribute to the guidance program.
5. Employers and employment specialists are frequently invited to the school.
6. The school uses the effort and information of the Area Work Experience Coordinator to the fullest advantage.

INTERVIEWING EMPLOYMENT APPLICANTS

Interviewing is not an end in itself; an accurate appraisal of the applicant is of little value unless the appraisal is skillfully related to the specific job and its requirements. Many otherwise good interviewers often fail in this respect because of their lack of realistic information about specific job requirements.

The supposed simplicity of the interview has been one of the greatest obstacles to progress in this selection method. So many people interview, so little study is demanded of them, and so little evaluation of results is made, that many assume no study and practice are needed.

It is important to recognize the employment interview as a most complex assignment; and, accordingly, to have humility in reaching conclusions, and to acknowledge that thorough preparation is essential.

An interview conducted in this climate is effective when it:

1. Obtains information about the applicant which is a clue as to how he would or would not work out on the job.

2. Provides information to the applicant about the job which will enable him to make a decision as to whether he is really interested in it.

3. Creates a favorable attitude to carry to the job if the student decides to apply for it.

To conduct an interview which will attain these objectives, the following steps are minimal:

1. Establish rapport.

2. Ask necessary questions, one at a time.

3. Wait pleasantly and patiently for answers.

4. Provide necessary information in proper sequence.

5. Summarize, re-check, and confirm.

6. Close the interview with friendly understanding.

SELECTION, ADVISEMENT, AND PLACEMENT OF WORK EXPERIENCE STUDENTS

Provisions for the selection and guidance of potential Work Experience Education students appear in the *California Administrative Code, Title V, Education,* which stipulates that students who enroll in the course shall have:

1. Attained the 11th grade or 16 years of age; except that, with specific authorization of the principal, individual students with exceptional needs who are 15 years of age may be enrolled.

2. Approval of the school guidance service to enroll in the type of work chosen.

3. Approval of the parent or guardian.

4. A vocational or educational goal to which the work will contribute.

The B11 grade has generally proved to be the ideal enrollment period. By the time this grade is reached, most students have an occupational goal coming into focus. Usually, too, they have achieved sufficient maturity to meet most employment and labor law requirements.

The student needs, however, to be made aware of the opportunities for gaining work experience earlier in his high school career. This introduction should be a special responsibility of 10th grade advisers and of A10 English orientation teachers. High School and Area Work Experience Coordinators should contribute to this introduction at proper intervals.

The *California Administrative Code, Title V, Education* also requires a statement from the school district that it will provide appropriate and continuous guidance service to the students throughout their enrollment in Work Experience Education. Provisions for compliance with this requirement are outlined in subsequent duty statements. Since the full accomplishment of the purposes of the course rests with the school administration, however, it is necessary that all personnel on school staffs be made aware of their roles in the guidance process.

Work Experience Education, when properly administered, can be described as practical or applied vocational guidance. In this phase, the High School Work Experience Coordinator must take the initiative with potential enrollees. His desirable minimum participation should be to:

1. Inform the student about the processes involved and resources available for making vocational decisions.

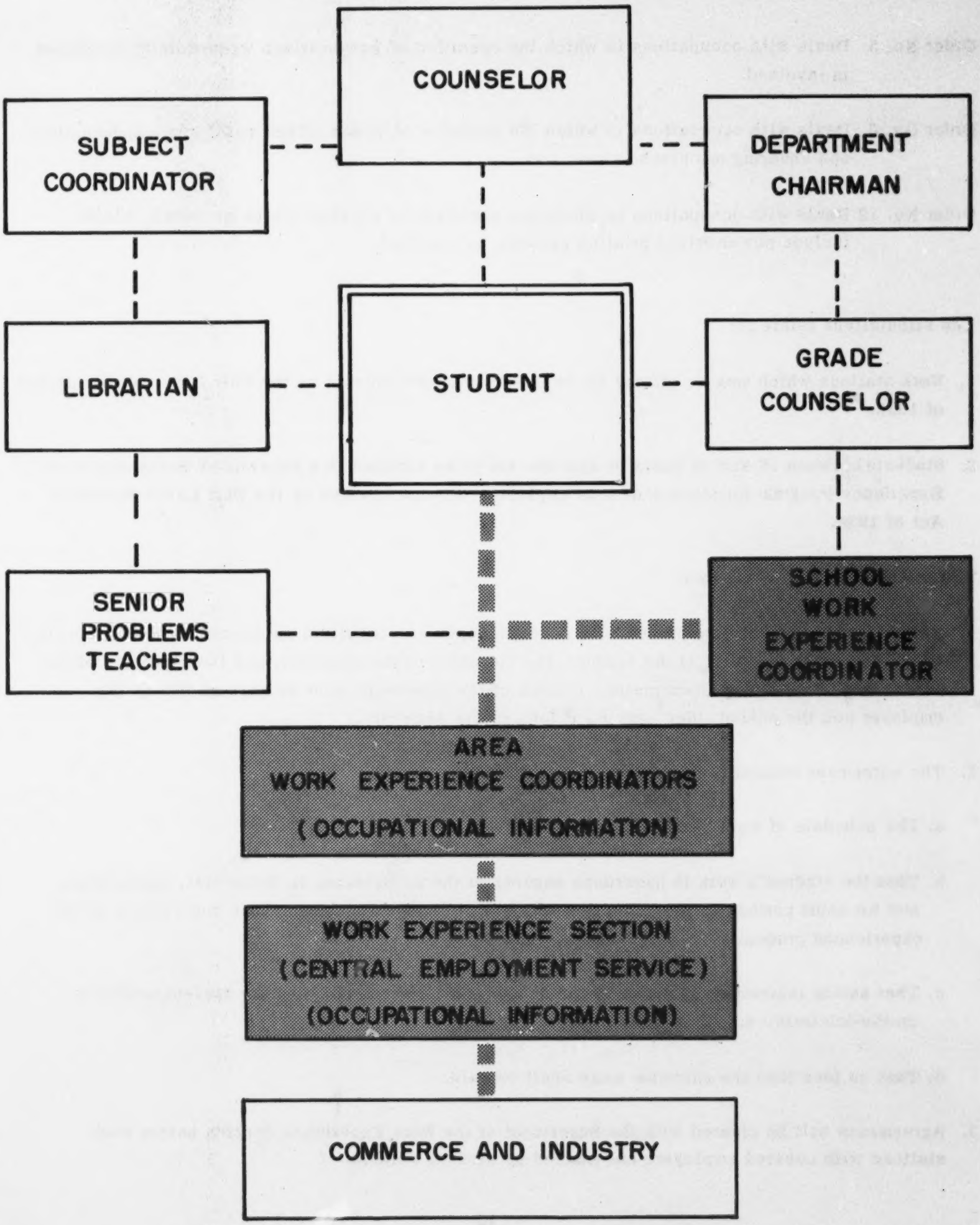
2. Help the student gain information about his interests and abilities and where they fit into the occupational environment.

3. Encourage the student to engage in these vocational guidance processes, relate his interests and abilities to occupational information, and accept responsibility for making some vocational decisions.

The employment placement of work experience students is an important step, based upon a thorough knowledge of job and worker. The least advisement that should be given when matching student fitness with job opportunity is information about the work and briefing about conduct, appearance, and employee responsibilities.

This advisement, like any other, requires adequate time and absence of tension. The administrator who schedules sufficient time for the local high school Work Experience Coordinator to be in the school employment office, helps in this provision. The Area Work Experience Coordinator can also assist on many such occasions.

RELATION OF THE WORK EXPERIENCE PROGRAM TO SENIOR HIGH SCHOOL GUIDANCE



STIPULATIONS FOR PLACEMENT OF STUDENTS IN VOCATIONAL WORK EXPERIENCE EDUCATION IN OCCUPATIONS COVERED BY HAZARDOUS OCCUPATIONS ORDERS 5, 8, AND 12 OF THE FAIR LABOR STANDARDS ACT OF 1938

Order No. 5 Deals with occupations in which the operation of power-driven wood-working machines is involved.

Order No. 8 Deals with occupations in which the operation of power-driven metal-forming, punching, and shearing machines is involved.

Order No. 12 Deals with occupations in which the operation of paper-products machines, which include power-driven printing presses, is involved.

The stipulations relate to:

1. **Work stations which may be offered by employers who are covered by the Fair Labor Standards Act of 1938.**

2. **Students between 16 and 18 years of age who are to be enrolled in a supervised Vocational Work Experience Program for placement with employers who are covered by the Fair Labor Standards Act of 1938.**

The stipulations are as follows:

1. **Before student workers are placed with covered employers, a written agreement must be prepared which will carry the name of the student, the signature of the employer, and the signature of the school Work Experience Coordinator. Copies of the agreement must be kept on file by the employer and the school. (See agreement form in the Appendix.)**

2. **The agreement must state:**

   a. **The schedule of work processes to be performed on the job.**

   b. **That the student's work in hazardous aspects of the occupations is incidental, intermittent, and for short periods of time; and that this work is under direct and close supervision of an experienced person.**

   c. **That safety instruction is given by the school and is correlated with the student worker's on-the-job training.**

   d. **That no less than the minimum wage shall be paid.**

3. **Agreements will be cleared with the Supervisor of the Work Experience Section before work stations with covered employers are manned by student workers.**

FIELD CONTACT PROCEDURE

In the performance of liaison between high schools and employers, the Area Work Experience Coordinator makes visits reasonably brief yet long enough to be effective within the following pattern:

1. Makes sure that the employer is fully aware of the potential and purpose of the Work Experience Education and Employment Placement Program.

2. Determines if the job offers a reasonable probability of continuous employment for the student during his enrollment period in Work Experience Education.

3. Ascertains that the employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity, and that working conditions prevail which will not endanger the health, safety, and morals of the student.

4. Ascertains that the employer provides adequate compensation insurance coverage for the student worker.

5. Makes sure that the employer understands his responsibility in maintaining records of student attendance and in providing adequate supervision of the student's work.

6. Has facts related to, and understands personalities concerned with, the objective of each visit before contact.

7. Explains the rating scale, "Employer Report on Student Worker," as an aid to evaluating student progress and performance on the job, and as a device for arriving at a grade for the work performed.

8. Checks the progress of the student in relation to previous visits.

9. Secures from the student's work supervisor suggestions about addition or substitution of school subjects which may be helpful to the worker.

10. Identifies any adjustments which should be made on the job or at school.

11. Collects any literature or informative material about the business which may have value for high school faculties or school Employment Offices.

12. Looks for additional employment opportunities in plant, office, warehouse, or departments where students are not already employed.

13. Prepares in proper technical form any job orders which the employer may offer and appropriately places them.

14. Leaves the employer with a firm conviction that he has an important share in the student worker's education.

RESPONSIBILITY OF THE WORK EXPERIENCE SECTION AND AREA WORK EXPERIENCE COORDINATORS TO SENIOR HIGH SCHOOLS AND STUDENTS

The Work Experience Section of the Division of Secondary Education and the Central Employment Service of this Section are expected to perform functions and attain objectives as follows:

1. The Work Experience Section

   a. Promotes the Work Experience Education and Employment Placement Program on a city-wide basis. Provides school Employment Offices with employment offers, operating forms and materials, and special services that may be needed.

   b. Serves employer and public and school Employment Offices with an eight-hour daily central contact and clearance service for job order taking and other employment service activities. Serves as an itinerary recording and information clearance station for Area Work Experience Coordinators.

   c. Furnishes employment information and service to students and graduates referred to the Central Employment Service by school Employment Offices and by other school and community sources.

   d. Maintains auditable records for the school and for the Work Experience Section which fully meet the stipulations of the *California Administrative Code, Title V, Education.*

   e. Conducts research and evaluation projects to improve the Work Experience Education Program.

2. The Area Work Experience Coordinators

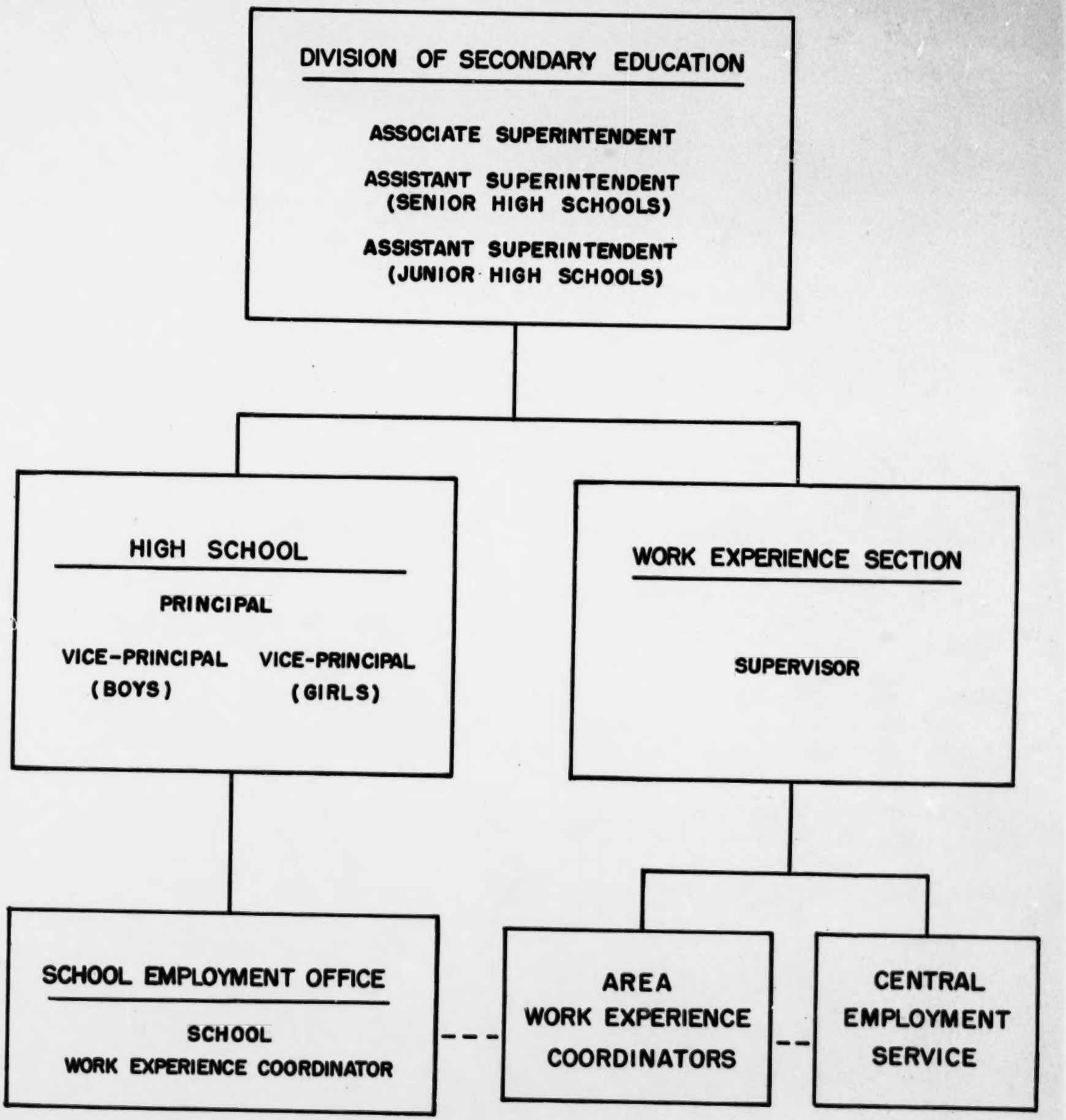
   a. Supervise student workers at places of employment, enabling them to obtain maximum educational value from the employment.

   b. Promote and maintain community, employer, and parental understanding and support of the Work Experience Education and Employment Placement Program.

   c. Obtain information on employment openings for listing by school Employment Offices.

   d. Share the work and problems of the school Employment Offices and High School Work Experience Coordinators to the most desirable extent.

CHART SHOWING RELATIONSHIP OF WORK EXPERIENCE SECTION TO HIGH SCHOOL



DUTY STATEMENTS

TITLE OF POSITION: **SUPERVISOR, WORK EXPERIENCE SECTION**

LINE OF RESPONSIBILITY: Under the administrative direction of the Assistant Superintendent, Senior High Schools; is responsible for the administration of the Work Experience Section, which includes the Central Employment Service.

DUTIES:

1. Plans and coordinates the duties and activities of the personnel of the Work Experience Section. Analyzes accomplishment to improve administration, regulates work assignments, makes budget estimates, and controls expenditures.

2. Assists in the initiation, development, and modification of Work Experience Education Programs in the senior high schools. Conducts a program of employment placement for students, for students who withdraw early from school, and for graduates.

3. Suggests and provides specialized assistance to permit schools to extend fully their services to students enrolled in the Work Experience Education Course, student employment placement activity, and community relations programs for senior high schools.

4. Works with the Curriculum Branch, Division of Instructional Services in the preparation of materials for the Work Experience Education Course. Provides survey and other information to the Evaluation and Research Section for evaluation and vocational guidance purposes.

5. Represents the Division of Secondary Education in appropriate relationships with commercial, industrial, and community groups. Maintains interest and understanding of the Work Experience Education Program among parents, school personnel, and community agencies.

6. Participates in, and contributes to, a variety of public relations and community service programs.

7. Conducts staff and in-service training meetings with personnel of the Work Experience Section.

8. Makes special activity, statistical, performance, or other reports as required by the Assistant Superintendent, Senior High Schools.

9. Participates in line and staff meetings; serves on committees and attends appropriate conferences; correlates activities with other supervisors and related functions of the Division of Secondary Education; and performs other duties as assigned by the Assistant Superintendent, Senior High Schools.

TITLE OF POSITION: **AREA WORK EXPERIENCE COORDINATOR**

LINE OF RESPONSIBILITY: Under the general direction of the Supervisor of the Work Experience Section; gives field service to, and is responsible for, the operation of the Work Experience Education and Employment Placement Program in a specified area of the school system.

DUTIES:

1. Appraises work stations and jobs for which school credit is requested.

2. Supervises student workers at places of employment and recommends grades for their work performance. Transmits these recommended grades to the High School Work Experience Coordinator for confirmation and recording before the end of each quarter.

3. Makes recommendations to employers and schools about the adjustment, direction and supervision of student workers; and helps develop an understanding of the problems of adolescence.

4. Provides information about laws and regulations under which minors are permitted to work. Adjusts student-employer difficulties and assists with the technical and educational aspects of the program.

5. Makes special investigations and adjustments in relation to employment conditions, worker behavior, and attendance at work and school.

6. Collects, develops, and compiles vocational, occupational, and employment data in the field; and makes this information available for school use. Solicits employment openings in area of high schools.

7. Assists the High School Work Experience Coordinator in conducting the Work Experience Education and Employment Placement Program of the high school. Contributes to operations and practices. Acts as a consultant on problems and placements.

8. Contributes to the occupational, employment, or other phases of the school vocational guidance program. Accepts requests to speak to student groups and classes.

9. Attends and contributes to school, community, employer, professional, or other meetings to promote the Program and to further the welfare of schools and students.

10. Integrates activities and information with associate Area Work Experience Coordinators and other workers in the Work Experience Section.

11. Makes reports of activity and accomplishment and performs related duties as required.

TITLE OF POSITION: **HIGH SCHOOL WORK EXPERIENCE COORDINATOR**

LINE OF RESPONSIBILITY: Under the administrative direction of the Principal; is responsible for the operation of the Work Experience Education Course and is in charge of the school Employment Office.

DUTIES:

1. Interviews student applicants for employment. On basis of school records and guidance data, classifies applicants for suitable employment. Records and properly files such transactions.

2. Receives job orders from employers and other contributing sources. Solicits complete data about employment as outlined on standard form for this purpose. Properly files such transactions.

3. Maintains an up-to-date file of employer records, employment applications, and job orders. Uses this resource to direct students to job openings with a standard referral card. Uses file as a device to solicit special employment openings.

4. Appraises, modifies, directs, and approves the work plans of potential work-experience enrollees. Assists the Counselor to make necessary adjustments in daily schedules of such students. Utilizes the services of the Area Work Experience Coordinator in accordance with the established policies of the Course.

5. Enrolls qualified students in Work Experience Education, using approved enrollment form for Course Number 951. Enters student work grades in proper records, reports enrolled students' attendance to Registrar, and provides accurate information to Area Work Experience Coordinator for employer visitation.

6. Reviews and appraises creditability of work experience for each student at suitable intervals. Readjusts work plans or classes when necessary. Appropriately shares this responsibility with the Area Work Experience Coordinator.

7. Informs the faculty and student body about Work Experience Education and of the purposes and facilities of the school Employment Office. Conveys meaningful information about students enrolled in Work Experience Education to school staff who should share it.

8. Consults with grade counselors; department chairmen; teachers of guidance-orientation units in 10th grade English; and Senior Problems teachers about occupational information, opportunities, and potentials of Work Experience Education. Arranges for participation of Area Work Experience Coordinators in this activity at suitable intervals.

9. Collects and organizes occupational and employment information for faculty and student use. Provides pertinent information to employers and public.

10. Performs teaching or other duties as assigned by the Principal.

TITLE OF POSITION: **PLACEMENT INTERVIEWER**

LINE OF RESPONSIBILITY: Under the general supervision of the Supervisor, Work Experience Section, does employment interviewing and placement in Central Employment Service.

DUTIES:

1. Interviews applicants for employment; checks employment applications and adds pertinent data regarding applicant fitness for employment opportunity; files application by appropriate occupational code.

2. Receives job orders from employers; enters job requirements, specifications and other relevant data on job order form and Employer Record Card. Forwards job orders to School Employment Offices as indicated. Files job order forms by code for ready reference.

3. Selects appropriate applications from file for call-in and referral. Furnishes applicant with information about the job, the employer with an introduction card, and instructs the applicant about necessary procedure in contacting the employer.

4. Checks applicant's contact with employer; ascertains need for additional referral, or verifies and records placement.

5. Follows up placements at proper intervals and determines the extent to which employer's specifications have been met; requests Area Work Experience Coordinator to visit when necessary.

6. Answers requests for information about the employment of minors.

7. Interviews, advises, and cooperates with employers who visit the Central Employment Service.

8. Clears appropriate placements, transactions, job orders, and employer contacts with Area Work Experience Coordinators.

9. Upon request, shares in school vocational days, employment panels, employer meetings, and related activities.

10. Keeps a daily record of transactions and communications.

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APPENDIX

THIS PAGE IS FOR EMPLOYMENT OFFICE USE ONLY. READ, BUT DO NOT WRITE ON IT.

Many employers contact our high schools to inquire about former students and graduates. This record of your work experience might be the exact recommendation you will need, some day, to secure a regular job you may want very much. It will remain on file for many years to serve you. Treat your job and your employer right so that your work record will be one you can refer to with pride. Remember that your attitude toward a job can be just as important as your aptitude for it.

DATE OF EMPLOYMENT SHOW MONTHS AND YEARS	NAME AND ADDRESS OF EMPLOYER LIST EACH JOB SEPARATELY	TITLE OF JOB OR LIST OF DUTIES	REASON FOR LEAVING	GRADE RECEIVED
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

ENROLLMENT FORM AND WORK EXPERIENCE FOLDER

LOS ANGELES CITY SCHOOL DISTRICTS

_____ High School

ENROLLMENT FORM
Approved Course Number 951
WORK EXPERIENCE EDUCATION

STUDENT _____ GRADE _____ MAJOR _____

SOCIAL SECURITY NO. _____ DATE OF BIRTH _____ PROOF _____ PASS NO. _____

GENERAL POLICY

"Students enrolled in the Work Experience Course must have the physical ability to assume it, the character and school citizenship to merit it, and parental approval to support it."

NOTICE

Students who expect credit for the Work Experience Course must return this form properly signed and in good condition to the School Employment Coordinator without delay. Please read it carefully.

THE RESPONSIBILITIES OF STUDENTS WHO ENROLL FOR WORK EXPERIENCE CREDIT

When you enroll in the Work Experience Education Course your time spent at work is regarded as time spent in school. That is why school credit may be given for it. School credit is given according to the legal rules of the State and City Boards of Education. Therefore, to receive it, *you* must assume responsibilities and fulfill obligations as follows:

(a) You will maintain good records at school in your other subjects and in citizenship and attendance.

(b) You will arrange a schedule so that you have ample time for study and rest. A school-work program requires health and energy.

(c) You will inform the Employment Coordinator if the job interferes with school work or health. Adjustments can be made.

(d) You will consult with the Employment Coordinator *before* quitting or changing jobs.

(e) You will comply with the reasonable requests of your employer and follow his directions as closely as possible. He is trying to share in your education. You must help him to do this.

(f) You will notify your employer at once if illness or emergency prevents work attendance.

(g) You will attend school and work promptly and regularly.

(h) You will make sure that your permanent program is signed by the Employment Coordinator, and that your grade has been entered on your report card at the proper time.

One of the main objectives of the course is to help you become a mature person. Maturity is reached through accepting responsibilities and handling them successfully. Therefore, you must fulfill all of the above responsibilities if you expect to receive credit for the Work Experience Education Course.

IMPORTANT INFORMATION ABOUT THE COURSE

1. Work Experience Education is an elective course. Basic requirements of the curriculum must be met in addition to it.

2. The normal number of semesters in school is *not* shortened by the accumulation of Work Experience credits.

3. Course credit is granted only for an adequate amount of work experience which is approved, programmed, supervised, and satisfactorily performed.

4. The employment must be supervised by a school representative. The employer will give periodic reports to this person about the work performance and attendance of the student. This will be the basis of the school grade for work.

5. The school may withhold credit for unsatisfactory work performance, poor job attendance, poor school attendance, unauthorized job changes, discharge for cause, or failure to fulfill the other listed responsibilities.

6. A work permit must be secured by persons under 18 years of age.

7. The total time spent at work and at school shall not exceed 8 hours daily for persons under 18 years of age.

8. The undersigned persons agree to relieve the Board of Education, the School, District and the employees thereof of any liability in connection with this school-work course.

9. All the above statements have been carefully read. They are understood and agreed to by the undersigned.

Signature of Student	Signature of Parent
Address	Telephone Number

PARENT INFORMATION AND APPROVAL FORM

(inside record folder)

EMPLOYER REPORT ON STUDENT WORKER

LOS ANGELES CITY SCHOOLS — WORK EXPERIENCE EDUCATION

EMPLOYEE	SEX	AGE	GRADE	DATE OF EMPLOYMENT	SCHOOL

FIRM NAME	JOB TITLE	TOTAL HRS. PER WK.	QUARTER ENDING

EMPLOYMENT ADDRESS	TOWN OR CITY	TELEPHONE	PERSON TO CONTACT

EMPLOYER REPORT ON STUDENT WORKER
(Please check appropriate corner block)

QUALITY OF WORK? →	Excellent ☐	Above Average ☐	Satisfactory ☐	Poor ☐	Unsatisfactory ☐
QUANTITY OF WORK? →	Excellent ☐	Above Average ☐	Satisfactory ☐	Poor ☐	Unsatisfactory ☐
COOPERATION WITH OTHERS? →	Excellent ☐	Above Average ☐	Satisfactory ☐	Poor ☐	Unsatisfactory ☐

ATTENDANCE AT WORK? Good ☐ Fair ☐ Poor ☐

PAY RATE ____ per hr. INSURANCE COVERAGE FOR EMPLOYEE? Yes ☐ No ☐
DATE OF TERMINATION, IF ANY _____
REMARK:

REPORTED BY _____

Form W.E.04-60

AREA WORK EXPERIENCE COORDINATOR REPORT

Credit for _____ (TYPE: GEN. OR VOC.) Work Experience Education. Grade recommended _____

Did you consult with this student's employer or supervisor?	Yes ☐	No ☐
Does this work station have an adequate learning potential?	Yes ☐	No ☐
Does this student have adequate supervision on the job?	Yes ☐	No ☐
Have you observed this student on the job?	Yes ☐	No ☐
Is this student receiving adequate employment consultation?	Yes ☐	No ☐

Record significant remarks. Give complete reason for any employment termination.

_____ DATE OF VISIT

_____ AREA WORK EXPERIENCE COORDINATOR

LOS ANGELES CITY SCHOOLS
Division of Secondary Education – Work Experience Section
1646 South Olive Street, Los Angeles 15
Richmond 9-5306

JOB ORDER CARD (boys, white, girls, yellow)

EMPLOYER OR FIRM	NATURE OF BUSINESS OR PRODUCT
ADDRESS	POSITION OPEN
APPLY TO TEL. NO.	
INTERVIEW HOURS	NO. OF OPENINGS / DURATION
JOB DUTIES	SEX AGE RANGE / REFERRED TO
	HOURS SAT. SUN.
EMPLOYEE SPECIFICATIONS	WAGES
	TAKEN BY DATE

REFERRAL RECORD (back of card)

DATE REFERRED	NAME	CODE	RESULT	REFERRED BY

1M___3-58 WORK EXPERIENCE SECTION CENTRAL EXPLOYMENT SERVICE L.A. CITY SCHOOLS

EMPLOYMENT APPLICATION

EMPLOYMENT APPLICATION
Work Experience Education, Los Angeles City Schools

NAME

AGE BIRTH DATE SOC. SEC. NO.

ADDRESS TELEPHONE

CHECK ONE OR MORE KINDS OF WORK WANTED:

SALES GROCERY HOUSEWORK

OFFICE SERV. STATION LAWN OR GARDEN

FACTORY OTHER

TIME WORK WANTED:

4 – 4 ☐ 5 – 3 ☐

AFTER SCHOOL ☐

VACATION ☐

FULL TIME ☐

LIST YOUR PREVIOUS WORK EXPERIENCE:

EMPLOYER	KIND OF WORK	HOW LONG

HAVE YOU A CAR? DRIVER'S LICENSE NO.

Form No. W.E. 03–60 (OVER)

INDICATE SEMESTERS OF SPECIAL TRAINING AND AVERAGE GRADE

TYPING SALES CLOTHING

SHORTHAND SHOPS FOODS

BOOKKEEPING DRAFTING OTHER:

PROGRAM THIS TERM

PER.	SUBJECT	ROOM	TEACHER
1			
2			
3			
4			
5			
6			
7			

REFERRED TO	DATE	KIND OF WORK	RESULT

CARD OF INTRODUCTION

Form No. W.E.01-60

WORK EXPERIENCE EDUCATION – LOS ANGELES CITY SCHOOLS

CARD OF INTRODUCTION

TO: Miss / Mrs. / Mr. _____ Date _____

FIRM NAME _____

ADDRESS _____ TELEPHONE _____

Introducing _____

as an applicant for _____

Appointment time _____

EMPLOYED? (Please check)

Yes _____ Date Hired _____

No _____ Reason _____

_____

Signature of Employer

Please return this card at your earliest convenience. Thank you for your employment order.

_____

Coordinator

_____

High School Telephone

THIS SIDE OF CARD IS FOR ADDRESS

RECORD AND CREDIT CARD

Form No. W.E. 05-60

RECORD AND CREDIT CARD

Work Experience Education, Los Angeles City Schools

NAME _____ (Last) _____ (First) BIRTH DATE _____ AGE _____ GRADE _____

JOB I

NAME OF FIRM _____

ADDRESS OF FIRM _____

CITY _____

TELEPHONE OF FIRM _____

PERSON YOU REPORT TO _____

DATE YOU BEGAN WORK _____

YOUR JOB TITLE _____

REASON FOR TERMINATION _____

JOB II

NAME OF FIRM _____

ADDRESS OF FIRM _____

CITY _____

TELEPHONE OF FIRM _____

PERSON YOU REPORT TO _____

DATE YOU BEGAN WORK _____

YOUR JOB TITLE _____

FOR OFFICE USE ONLY

CREDIT FOR

4 – 4 ☐ 5 – 3 ☐

DATE

PERMIT APPLICATION ISSUED _____

TEMPORARY PERMIT ISSUED _____

APPLICATION FORWARDED _____

WORK PERMIT RECEIVED _____

RATING SCALES

GRADE

1ST OR 3RD QUARTER (SENT _____ (REC'D _____ ☐

2ND OR 4TH QUARTER (SENT _____ (REC'D _____ ☐

_____ School

(OVER)

_____ SCHOOL _____ SEMESTER PROGRAM

NAME _____ (Last) _____ (First) SEMESTER ENDING _____ 19 _____ DATE

PERIOD	SUBJECT	ROOM	TEACHER
1			
2			
3			
4			
5			
6			
7			

PROGRAM APPROVED (IF REQUIRED) _____ COUNSELOR _____ VICE-PRINCIPAL

SCHOOL-EMPLOYER AGREEMENT

SCHOOL-EMPLOYER AGREEMENT FOR EMPLOYMENT OF
VOCATIONAL WORK EXPERIENCE EDUCATION STUDENT

LOS ANGELES CITY SCHOOLS
DIVISION OF SECONDARY EDUCATION - WORK EXPERIENCE SECTION
1646 South Olive Street
Los Angeles 15, California
RI 9-5306

STUDENT_____ BIRTH DATE_____

SCHOOL_____

FIRM NAME_____

FIRM ADDRESS_____ TOWN OR CITY_____

The above-named student will be employed_____hours daily on Mondays through Fridays and_____hours on Saturdays.

He will help with shop clean-up, operate machines commonly used in this industry, and be assigned various mechanical duties to round out a real learning situation.

He will be under the direct supervision of an experienced adult who will give him necessary technical guidance and safety instruction.

The student will be paid not less than the legal minimum wage provided by the Federal Fair Labor Standards Act.

The student is enrolled in an industrial arts course which includes safety instruction.

A signed copy of this agreement is on file with the Employer and with the Work Experience Coordinator of_____ High School.

Signed_____
Employer

Signed_____
High School Work Experience Coordinator

Date_____